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AUTHOR Mackel, Nelson T.; Trigilio, Richard P.
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ABSTRACT

The results of an investigation of nontraditional, external graduate study programs are described. Primary emphasis is placed on doctoral degree programs and information on requirements, accreditation, duration, costs, etc., with data presented for 13 institutions. Institution names, addresses, and telephone numbers are itemized, along with sources of related information. (Author)

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NONTRADITIONAL DOCTORAL DEGREE PROGRAMS--

MEANINGFUL ALTERNATIVES?

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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A study conducted by

Nelson T. Meckel
and
Richard F. Trigilio

December 1975

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NONTRADITIONAL DOCTORAL DEGREE PROGRAMS--MEANINGFUL ALTERNATIVES?

This article describes the results of an investigation of nontraditional, external graduate study programs. Primary emphasis is placed on doctoral degree programs and information on requirements, accreditation, duration, costs, etc. is presented for 13 institutions. Institution names, addresses, and telephone numbers are itemized, along with sources of related information.

PURPOSE

This study is the result of a search for doctoral degree programs that may be completed where the student lives and works. The fact that this effort required sending approximately 50 letters, making over 70 phone calls, and making numerous personal visits from August 1974 until summer of 1975 is an indication that this information is not readily available. Therefore, the authors decided to prepare this brief summary of their findings in the hope that it may be useful to others who may be interested in this subject.

TERMS

The types of doctoral programs surveyed are generally referred to as "nontraditional," "external," "off-campus," and "reduced residency." In addition, they may also be termed "independent study," "learner-centered," "innovative," "in-service," "self-directed," "alternative," etc., depending on the specific features involved. The general meaning of such terms is clear; however, there may be some differences in the definitions of even the same term when used by various institutions. Insofar as possible, actual terms used by each institution are retained here.

DISCUSSION

A number of programs meeting the above requirements were identified and explored by examining catalogs and by discussions with faculty, students, and graduates. Differences in program descriptions and in definitions of some of the terms make exact comparison difficult. However, an attempt was made to categorize

significant features, and the results for 13 programs are presented in Table I. Addresses are listed in Table II.

Meaningful Alternative - These programs are not described as panaceas or as being intended to take the place of traditional graduate study. Instead, they are offered as a meaningful alternative to the traditional route to a graduate degree. They are designed to meet the needs of certain groups of students--those with special personal needs, initiative, motivation, flexibility, multidisciplinary interests, and a high degree of "self-direction." Prospective students are cautioned that these programs are not for everyone and that, in many respects, they are more difficult than conventional ones. Most of the programs are aimed at mature or older students and some colleges have minimum age criteria. Fielding and Laurence (see Table I) describe their programs as meeting the needs for "midcareer students," and Walden for "experienced scholars." The average age at Fielding is 37, and over 35 percent of the students at Walden are between 40 and 49 years of age.

Curricula offered range from a very general scope at Union Graduate School, Humanistic Psychology Institute (HPI), Western Colorado, International College (IC), to specific areas such as Psychology (HPI, Fielding, Heed, Colorado), Education (Fielding, Texas Tech, Brigham Young, Laurence, Walden, Nova, Heed, Sarasota, Colorado, University of Nevada), Public Administration (Nova), Business (Heed), and Ocean and Environmental Affairs (Heed).

Degrees offered include Ph.D., Psy.D., Ed.D., D.A. in Ed., D.B.A. (Doctor of Business Administration), and D.P.A. (Doctor of Public Administration), with one institution, Fielding, offering a Ph.D. with a thesis and a Psy.D. or D.A. in Ed. with additional requirements and a "final project." While the Union Ph.D. is nondifferentiated, the other colleges confer degrees in specific disciplines.

The residency requirements of these programs are intended to encourage participation by older, experienced persons who are involved in professional commitments, families, and jobs. The minimum residency requirements vary considerably--from a few days for Laurence to approximately 7 months for Texas Tech. Attending interviews and planning workshops, seminars, and other activities requiring residency add substantially to the student's cost, depending on the location of the college and the student, and the frequency and duration of meetings. Tuition and related fees for the doctoral programs range from approximately $350 at Texas Tech

(for residents of Texas) to $10,800 at Fielding, depending on the program and its duration. Minimum duration is from 1 year to 3 years; the maximum time permissible for most programs is 4 years (for Fielding, it is 5 years). In general, extra time required to complete programs beyond the minimum is available at somewhat reduced tuition rates. Several institutions are qualified for Veteran's benefits, but scholarships do not seem to be readily available for mid-career students.

Although some of the institutions are old, most of the programs are relatively new. Average age is 4 years, the newest is less than 1 year, and the oldest is 8 years. Many of the programs are relatively small, ranging from a few to approximately 300 doctoral candidates at Union, although some of the colleges involved are large. All are private institutions with the exception of the University of Nevada and Texas Tech, which are part of state university systems. They are located in California (HPI, IC, Fielding, and Laurence), in Florida (Walden, Sarasota, Nova, and Heed), and one each in Ohio (Union), Utah (Brigham Young), Texas, Nevada, and Colorado.

Study in Area of Interest - Among the advantages cited for these nontraditional programs is the fact that the candidate can generally study in areas of his interests and needs and can, therefore, achieve fulfillment by learning on his own and at his own pace. Also, these "learner-centered" programs may encompass a broader range of subjects than is possible with traditional "instructor-centered" ones. This affords the opportunity for the student's motivation to learn and grow to be a significant underlying factor in his educational experience. Conventional programs are predicated on the assumption that the average student is 21 years old, has only been a student, and has had little experience with life and no experience in a professional setting. Even if conventional program residency requirements would allow mature students to participate, the rigid and structured curricula may not stimulate the learning, inquiry, and growth that could be achieved when the candidate is permitted to pursue areas that have personal interest, concern, and significance. Nontraditional graduate education can be a positive actualization of the individual student rather than acquiescence to uniform course, credit, and residency requirements. Furthermore, conventional programs may discourage individual initiative and pursuit of personal interests and cause students to develop passive rather than independent, self-directed, feeling, judging, pursuing, and action-oriented attitudes.

Some of the programs (Union, HPI, Colorado, Sarasota, and Heed) are completely unstructured at the outset in that the candidate is free to design the program in accordance with his interests, needs, etc. There are minimum quality standards that must be met but, within this restriction, there is much freedom in the area of study. At IC, the student may study under the guidance of a tutor who is under contract to IC, or he may arrange with a person who has expertise in his field and meets the requirements of IC to act as his tutor. Also, the student has the opportunity to design his own program of studies subject to the approval of the tutor and IC. Other programs allow flexibility for the student and faculty to work out program content and format. Customarily, there is emphasis on a "learning contract" which defines educational goals, how they will be accomplished, and the student evaluation criteria.

In addition to allowing the student to design programs suited to his individual objectives, these programs usually permit the use of a broad range of educational resources, the opportunity to be judged on an individual progress basis, and preparation of a doctoral project in a variety of forms. Furthermore, it is often possible to pursue studies on a truly interdisciplinary basis without the constraints imposed by traditional academic specializations.

Learning, Internship, Thesis/Project - Most programs attempt to combine the professional work setting of the student with his learning and, in fact, consider it as a significant resource. Most programs (with the exception of Nova, Laurence, and Nevada) involve three general areas--a learning experience, an internship, and a thesis or a doctoral project. The scope, form, and methodology of all three of these areas is ordinarily broader and less restricted than in the traditional programs. For example, knowledge gained by any means is considered valid--course work, seminars, reading, films, educative social situations--from academic or other resources. Internship, an opportunity to combine theory with practice and learning with experience, may include exploratory, redefinition of current profession, or a mentor-type study. The doctoral project may be a conventional thesis but may also include a publishable book, a series of essays, a project of social change, or an artistic creation.

As far as prerequisites are concerned, most institutions require master degrees or equivalent in professional training, experience, etc. Entrance examinations are generally not required; however, comprehensive application procedures are used. Most applications (in addition to the usual academic records, vita, transcripts, and

training summaries) involve evidence of the self-direction characteristics of the prospective students. Written presentation of the reasons the applicant cannot find what is desired in a conventional program, reasons for the particular study area choice, a detailed outline of the program to be pursued, and the social relevance of the proposed program must be submitted. Preference is often given to applicants who are concerned with real human problems and who have demonstrated ability to combine intellectual activities with action. In addition, some of the colleges require a personal interview with the applicant before acceptance for admission.

The more structured programs have fixed duration; the less structured have a minimum period of study and internship in order to meet the degree requirements. In these, the actual program duration varies for each particular student and is determined on an individual basis. The application procedure is an accumulation of information on academic background, training, professional stature, publications, society activities, years of job experience, and uniqueness of the applicant.

Based upon the assessment of the applicant's background, education, experience, and consideration of the program he intends to pursue, a decision is made on the minimum program duration that is acceptable to the institution. Although this judgment is usually made by a committee of faculty, the committee sometimes includes experts in the student's field of study, educators from other universities, and other graduate candidates. This process is utilized to establish the program duration minimum; however, since the student works at his own pace, he may not be able or may not desire to complete it in the minimum time specified. Extra program time is allowed and sometimes encouraged, but a maximum of 4 years is permitted for doctoral studies in most cases.

Recognition of Individuality - Most programs recognize the individuality of the student's background, skills, knowledge, goals, and interests and, in effect, permit this to be used to the student's advantage. Nearly all of the listed institutions stress the fact that the student should not be isolated but must be considered in the context of his social, professional, and experiential background. Also, many seek mature students and want input from their training, experience, jobs, and life. Most appear to be more concerned with what the student knows rather than how he learned it--more concerned with learning, growth, and development than merely having him feed back what he has been taught. They want the doctoral programs to have real interest,

motivation, and personal significance to the student and strive for programs that are meaningful to the student and his profession and that have relevance to society at large. Additionally, the programs are intended to have effects that extend beyond the duration of the doctoral study and that will make a difference to the candidate throughout the rest of his life.

Many of the colleges have distinguished educators and professionals on their faculties, staffs, boards, and as consultants and external thesis examiners. For example, HPI is the graduate school of the Humanistic Psychology Association, which included Abraham Maslow, Carl Rogers, and Rollo May among its founding sponsors. Dr. Rogers has commented favorably on the Union and HPI programs and serves as a consultant to the Fielding Institute. IC, which operates on the English "tutorial" system, has a number of well-known persons serving as tutors, including R. Buckminster Fuller, Yehudi Menuhin, Ivan Illich, and others.

Accreditation - Many of the institutions are fully accredited by their respective regional accreditation associations (Texas Tech and Nova, Southern; Brigham Young and University of Nevada, Northwest). Union has "Candidate for Accreditation" status with the North Central Association. Candidate status signifies the institution has achieved initial recognition and is making progress toward accreditation, although not necessarily assured the status. From a practical standpoint, however, it is rare for a college to be accepted to candidate status and not to achieve accreditation. Fielding, Walden, and Heed have made application to their respective associations, and the others are working toward accreditation.

With respect to the degree-granting authority (or licensing or approval) by the state, usually there are several types of approval. For example, the California Education Code, Division 21, Section 29023, provides for three methods of "approval" if the institution:

"(a)(1)" is fully accredited by a national or regional accrediting agency recognized by the U.S. Department of Health, Education and Welfare;

"(a)(2)" has been "investigated by a team of educators appointed by the State Superintendent of Public Instruction and the team reports a good opinion of the quality of the institution and its stability;"

"(a)(3)" files an affidavit by the institution president stating it owns real and/or personal property used exclusively for the purpose of education of $50,000 or more.

Individuals with degrees from "(a)(1)" and "(a)(2)" institutions are admitted to examinations administered by the California State Licensing Board. Therefore, HPI graduates may take license examinations in California since HPI is an "(a)(2)" approved school. Many other states have only two types of school approval or licensing, corresponding to the California "(a)(1)" and "(a)(3)" methods. Degrees from nonaccredited schools are generally not accepted for certification or licensing purposes; however, licensing and/or certification requirements are set by the appropriate state agency and vary from state to state.

Standards of Quality - Institutions with traditional programs maintain quality by developing curricula, credit, and residency to meet the desired level and then requiring completion of the standardized program by all candidates. The nontraditional program institutions are no less concerned than other schools about maintaining standards of quality and excellence. Admittedly, it is more difficult to assess, maintain, and ensure quality of highly individualized programs in the student's area of interest. However, this difficulty is recognized and, in order to secure and maintain excellence, these institutions take special steps, such as:

- Campus-based monitoring and control systems;
- Systematic review of individual programs, student progress, competency, etc.;
- The comprehensive admission procedures described earlier;
- Extensive records, transcripts, references, training verification, and professional experience documentation;
- The use of learned and respected educators on advisory commissions, boards, and as consultants to the institution;
- Augmentation of the faculty by "adjunct" or "field" professors who are expert in the student's area of interest;

- The use of independent (or external) thesis readers, examiners, advisors, reviewers, and committee members;

- Striving for programs that display creativity, scholarship, communication value, and relevant contributions to their respective fields;

- Preparation of studies and records necessary to secure and maintain or upgrade state degree-granting approval and for professional and specialized association recognition; and

- Meeting the strict requirements of the regional association accreditation initially and upon periodic review.

Furthermore, it appears these institutions, because most are relatively new and all have nontraditional programs, must not only meet the minimum quality requirements but must exceed them in order to gain acceptance in traditional educational circles.

Nontraditional programs will be appraised differently by people, depending upon their evaluation criteria, backgrounds, goals, and values. For many persons, because of their family, professional and other commitments, the nontraditional route may be the only type of doctoral program available to them. The choice for them may not be between a traditional or nontraditional program but, rather, between a nontraditional degree or none at all. Furthermore, the emphasis on the individual person, his interests and needs, has much to commend it and, hopefully, the tendency toward more self-actualization of the individual candidate will increase in both traditional and nontraditional colleges in the years to come.

Principal Advantage - Discussions with faculty, students, and graduates disclosed a variety of reasons for joining the programs, reactions to them, and opinions as to their value. The comments of one middle-aged graduate of a program that he was largely responsible for planning in his area of interest was felt to be significant. He said:

> "...the principal benefit I received from it was the fact that it forced me to organize all of my ideas, thoughts, feelings, knowledge, training, background, and experience into an integrated 'whole' that I could articulate and, therefore, know in a way I did not before. This made my learning and experience more

meaningful and accessible to me and, thereby, potentially more useful to others."

It seems there is more to the overall learning process than academics, and institutionalized universities may not be able to produce the integrating effect that results from the student's personal involvement in the program of his own interest, design, and needs. This feature of the nontraditional programs may very well be their principal advantage.

CONCLUSION

This study was based upon data received from each institution. In addition, the appropriate part of Table I was sent to each institution for verification prior to printing. However, since this is a rapidly changing field, it is recommended that anyone considering a nontraditional program obtain current information from the institution in question, the regional accreditation association, state school approval office, and the organizations responsible for licensing, certification, etc. Discussions with faculty, students, and graduates may also prove helpful.

There are, of course, other colleges and universities offering nontraditional Ph.D. programs, including a number of external degrees in the theology field. There are also numerous programs offering external Master's degrees (such as Nova, Heed, IC, Fielding, and Colorado) and Bachelor's degrees (such as IC, BYU, and Colorado). Table II lists several additional institutions which offer these programs.

TABLE I

	Union Graduate School	International College(a)	Humanistic Psychology Institute	Fielding Institute	Walden University	Texas Tech University	Brigham Young University
Degrees Offered	Ph.D.(b)	Ph.D.	Ph.D.	Ph.D., Psy.D., D.A. in Ed.	Ph.D.	Ed.D.	Ed.D.
Orientation	General	General	General-Humanistic Psychology	Psychology-Education	Education	Education	Education
Program Description	"Self-Directed Study"	"Independent Study" "Tutorial System"	"Independent Learner Centered"	"Mid-Career Professional Studies"	"Alternative" "Nontraditional"	"Higher Education Inservice D. of Ed."	"Intern Doctoral Program"
Accreditation:							
Association	North Central	None	None	Western	Southern	Southern	Northwest
Status	Candidate	None	None	Applicant	Applicant	Accredited	Accredited
Date	Mar 1974	---	---	Jul 1975	Feb 1974	1928	1956
Degree Accepted for Licensing, etc.	Yes	No	Yes	Yes	No	Yes	Yes
Program Duration: (years)							
Minimum	1	1	2	Psy.-3 Ed.-2	1	1-1/2	2-1/2
Average	2	-	-	-	2	-	-
Maximum	4	4	4	Psy.-5 -	-	-	3-1/2
Length of Residency (days)	42	Decided by Tutor	9	46	30	200	112
Age of Institution (years)	7	4	4	1	5	50	100
Age of Program (years)	7	4	4	1	5	1	8

TABLE I (con't)

	Union Graduate School	International College	Humanistic Psychology Institute	Fielding Institute	Walden University	Texas Tech University	Brigham Young University
Location	Ohio	California	California	California	Florida	Texas	Utah
Cost:							
Minimum Program Tuition ($)	2,400	2,624	3,000	10,500 Psy. 3,800 Ed.	3,495	300(c)	4,580
Additional Time Tuition ($)	600/qtr(d) 150/qtr(e)	1,312/sem	1,500/year	575/qtr(Psy.) 300/qtr(Ed.)	40[illegible]/sem	50/sem	40/sem
Fees ($)	25	20	35	300	275	50	25
Travel and Residency Expense	Extra	Extra	Extra	Extra	Extra	Extra	Extra
Admission:							
Academic Requirements	Bach.	Bach.	M	M/Equiv.	M/Equiv.(f)	M/Equiv. GRE	M
Experience Required	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Decision By	Committee of Peers and Faculty	Tutor	Faculty Committee	Core Faculty	Faculty	Graduate Dean	Faculty
Program Composition:							
Learning	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Internship	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Thesis/Project	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Student May Design Own Program	Yes	Yes	Yes	Some	Yes	No	No
Student Input to Curriculum	Yes	Yes	Yes	Yes	Yes	Some	Some

TABLE I (con't)

	Union Graduate School	International College	Humanistic Psychology Institute	Fielding Institute	Walden University	Texas Tech University	Brigham Young University
Program Suitability Decision By	Committee of 2 Peers, 1 Faculty, 2 Adjunct Professors	Tutor	Committee of 1 Faculty, 2 Field Faculty	Core Faculty	Faculty	Faculty	Faculty
Student Readiness for Degree Decision By	2 Peers, 1 Faculty, 2 Adjunct Professors	Tutor	Committee of 1 Faculty, 2 Field Faculty	Core Faculty and External Examiner	Faculty	Faculty	Faculty
Brief Process Description	Individualized, independent study, student-peer-faculty committee guidance.	Independent study by internship under learned tutors.	Individualized, independent study, student-faculty committee guidance.	Independent study, planning, and summer sessions on campus.	Independent research, summer residency on campus.	Study in nearby colleges, independent study, 24 residency hours on campus.	Independent study under visiting faculty, summer sessions on campus.

NOTES:

(a) Formerly International Community College.

(b) Degree awarded by Union for Experimenting Colleges and Universities.

(c) Texas residents.

(d) 12-24 months.

(e) 24-48 months.

(f) Plus 16 hours post-Master's credit.

TABLE I (con't)

	Laurence University	Nova University	Heed University	University of Nevada	Western Colorado	University of Sarasota
Degrees Offered	Ed.D.	Ed.D., D.P.A.	Ed.D., D.B.A., Ph.D.	Ed.D.	D.A., D.B.A., Ed.D., Psy.D.	Ed.D.
Orientation	Education	Education-Public Administration	Ed., Business, Ocean & Environ., Psychology	Education	General, Education, Psychology	Education
Program Description	"Competency" "Alternate"	"Self-Directed" "Cluster Program"	"Univ.w/o Walls" "Freedom to Learn"	"Cooperative D. of Ed."	"Inservice Professional"	"Scholars Share With Scholars"
Accreditation:						
Association	None	Southern	Southern	Northwest	None	None
State	None	Accredited	Applicant	Accredited	None	None
Date	---	1971	Oct 1974	1938	---	---
Degree Accepted for Licensing, etc.	No	Yes	No	Yes	No	No
Program Duration: (years)						
Minimum	1	Ed.-3 D.P.A.-2-1/2	1	2	1-2/3	1
Average	-	-	2	-	2	1-1/2
Maximum	2	4	-	-	-	-
Length of Residency (days)	7	14	40	180	28	42
Age of Institution (years)	6	11	5	100	4	6
Age of Program (years)	6	3	5	1	4	6
Location	California	Florida	Florida	Nevada	Colorado	Florida

TABLE I (con't)

	Laurence University	Nova University	Heed University	University of Nevada	Western Colorado	University of Sarasota
Cost:						
Minimum Program Tuition ($)	2,850	5,100	4,800	3,600	2,250	2,025
Additional Time Tuition ($)	600/sem	500/year	100/sem	---	150/sem	300/sem
Fees ($)	25	25	465	75	300	375
Travel and Residency Expense	None	Extra	Extra	Extra	Extra	Extra
Admission:						
Academic Requirements	M/Equiv.	M/Equiv.	M/Equiv.	M GRE	Bach.	M/Equiv.
Experience Required	No	Yes	Yes	Yes	Yes	Yes
Decision By	Faculty	Faculty	Faculty Committee	Faculty	Faculty	Faculty
Program Composition:						
Learning	Yes	Yes	Yes	Yes	Yes	Yes
Internship	No	Yes	Yes	No	Yes	Yes
Thesis/Project	No	No	Yes	Yes	Yes	Yes
Student May Design Own Program	No	No	Yes	No	Yes	Yes
Student Input to Curriculum	No	No	Yes	No	Yes	Yes

TABLE I (con't)

	Laurence University	Nova University	Heed University	University of Nevada	Western Colorado	University of Sarasota
Program Suitability Decision By	Faculty	Faculty	Faculty	Faculty	Faculty	Faculty
Student Readiness for Degree Decision By	Competency Test Result Only	Faculty	Faculty	Faculty	Faculty	Faculty
Brief Process Description	Independent reading and study of prescribed books.	1 or 2 days per month seminars at nearby clusters, summer sessions on campus.	Individual off-campus independent study, advisement, and research, summer residencies.	Study in nearby colleges, summer sessions on campus.	Independent study, summer sessions on campus.	Independent study and research, summer sessions on campus.

TABLE II

Doctoral Degree Institutions

Dr. Lester B. Sands, Academic Coordinator
Laurence University
26 West Mission Street, Suite 2
Santa Barbara, California 93101
(805) 841-9056

Dr. R. J. Sawyer, Executive Vice President
Walden University
1191 Eight Street South
Naples, Florida 33940
(813) 642-7277

Office of the Registrar
Nova University
3301 College Avenue
Fort Lauderdale, Florida 33314
(305) 587-6660

Dr. Thomas Hanna, Director
Humanistic Psychology Institute
325 Ninth Street
San Francisco, California 94103
(415) 626-4494

Dr. Edmund J. Cain, Dean
College of Education
University of Nevada, Reno
Reno, Nevada 89507
(702) 784-6905

Dr. Keith R. Oakes
Coordinator, Off-Campus Programs
207 McKay Building
Brigham Young University
Provo, Utah 84602
(801) 374-1211, Ext. 3446

Dr. K. H. Freeman, Chairman Higher Education
Texas Tech University
Box 4719, Tech Station
Lubbock, Texas 79409
(806) 742-713.

TABLE II (con't)

Doctoral Degree Institutions (con't)

Dr. Frederic Hudson, President
The Fielding Institute
226 E. de la Guerra Drive
Santa Barbara, California 93101
(805) 963-6601

Dr. L. Leavitt, Dean
International College
1019 Gayley Avenue
Westwood Village
Los Angeles, California 90024
(213) 477-6761

Dr. John C. Pool, Director
Union Graduate School
106 Woodrow Street
Yellow Springs, Ohio 45387
(513) 767-7231

Dr. Walter J. McNichols, Dean
Heed University
Monroe at Twentieth
Box 311
Hollywood, Florida 33022
(305) 925-1600

Director of Admissions
The University of Sarasota
2080 Ringling Boulevard
Sarasota, Florida 33577
(813) 955-4228

Dr. Sybil P. Curtis, Registrar
Western Colorado University
1129 Colorado Avenue
Grand Junction, Colorado 81501
(303) 245-3880

TABLE II (con't)

Master's and Bachelor's Degree Institutions

Antioch College
Graduate School
Yellow Springs, Ohio 45387
(513) 767-7331, Ext. 505

The Consortium of the California State
University and Colleges
5670 Wilshire Boulevard
Los Angeles, California 90036
(213) 934-2981

The Unior for Experimenting
Colleges and Universities
University Without Walls
Yellow Springs, Ohio 35387
(513) 767-7364

The University of Oklahoma
College of Liberal Studies
1700 Asp Avenue
Norman, Oklahoma 73069

Brigham Young University
Division of Continuing Education
222 HRCB
Provo, Utah 84602

University of the State of New York (Albany)
Regents External Degree
State Educational Department
99 Washington Avenue
Albany, New York 12210

Source of Related Information

Education Directory
U.S. Department of Health, Education and Welfare
Available at most libraries and from
U.S. Government Printing Office
Washington, D.C. 20402